PROVINCE OF SASKATCHEWAN

09-10

ANNUAL REPORT

MINISTRY OF EDUCATION

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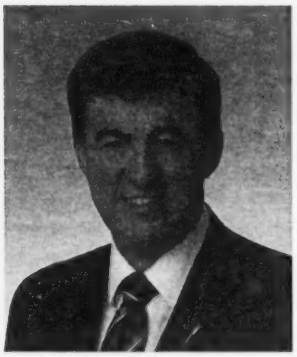
This annual report is also available in electronic format from the Ministry's web site at **www.education.gov.sk.ca**.

Letters of Transmittal



His Honour, The Honourable Dr. Gordon L. Barnhart

Lieutenant Governor, Province of Saskatchewan

May it Please Your Honour:

The Government of Saskatchewan is committed to increased accountability, to honouring its commitments, and to efficiently and responsibly managing expenditures.

A significant number of commitments were made to Saskatchewan people. The 2009-10 Annual Report demonstrates progress towards these commitments that relate to this Ministry as of March 31, 2010.

A few major highlights in 2009-10 include:

- the largest annual increase in the number of operational child care spaces since the Ministry assumed responsibility for child care in 2006. At March 31, 2010 there were 1,149 more child care spaces available than at the same time in 2009;
- implementation of the new Single Integrated Library System (SILS), providing library patrons with access to information and services, regardless of where the library is located, using the same library card throughout Saskatchewan. In 2009-10 Saskatoon Public Library, Palliser Regional Library, Southeast Regional Library, and Regina Public Library have moved to the new system. The remaining six public library systems, as well as the Ministry of Education's Provincial Library, will be on SILS by the end of 2010;
- the successful pilot of the Ministry's Recommended Online Video Education Resources (R.O.V.E.R.) video streaming project. Servers were purchased in 2009-10 to facilitate full implementation of the system in provincially funded schools by August 2010; and,
- the completion of the Provincial Panel on Student Achievement's work and the submission of its final report to the Minister. This report contains 16 recommendations developed in partnership with stakeholder organizations.

The initiatives pursued in 2009-10, and the results achieved, are communicated to the legislature and to the Saskatchewan people through this report. These accomplishments provide a foundation for establishing priorities and influencing future activities of the government. The Ministry will continue to engage in reviewing its processes to meet our commitment to increased accountability and student achievement.

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2010.

Ken Krawetz
Deputy Premier and Minister of Education

Letters of Transmittal

The Honourable Ken Krawetz

Deputy Premier and Minister of Education

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2010. I acknowledge responsibility for the report contents and provide assurance with regard to the accuracy and reliability of the information contained within the report. I accept responsibility for the financial administration and management control of the Ministry.

Audrey Roadhouse

Audrey Roadhouse
Deputy Minister of Education

Introduction

This annual report presents the Ministry's activities and results for the fiscal year ending March 31, 2010. It reports on public commitments made and other key accomplishments of the Ministry.

With the release of the Ministry Plan for 2009-10, results are provided on the publicly committed strategies, actions and performance measures identified in the Plan. This report also demonstrates progress made on Government commitments as stated in the Government Direction for 2009-10, the Minister's Mandate letter, throne speeches, and other commitments.

The 2009-10 Annual Report sets the stage for future planning and budgeting process by providing an opportunity to assess the accomplishments, results, and lessons learned, and identifying how to build on past successes for the benefit of Saskatchewan people.

In this document, 'First Nations and Métis' refers to those individuals who self-identify as Treaty/Registered (Status) Indian, Non-Status Indian, Inuit, or Métis.

Alignment with Government's Direction

The Ministry's activities in 2009-10 aligned with Government's vision and three goals:

Our Government's Vision

A secure and prosperous Saskatchewan, leading the country in economic and population growth, while providing a high quality of life for all.

Government's Goals

- Sustain Economic Growth for the benefit of Saskatchewan People, ensuring the economy is ready for growth and positioning Saskatchewan to meet the challenges of economic and population growth and development.
- Secure Saskatchewan as a safe place to live and raise a family where people are confident in their future, ensuring the people of Saskatchewan benefit from the growing economy.
- Keep Government's Promises and fulfill the commitments of the election, operating with integrity and transparency, accountable to the people of Saskatchewan.

Together, all ministries and agencies support the achievement of Government's three goals and work towards a secure and prosperous Saskatchewan.

Ministry Overview

The Ministry of Education provides direction for Prekindergarten to Grade 12 (PreK-12) education. At the same time, the Ministry strengthens the performance of the school system through consultation with school boards on funding and taxation and through curriculum enhancement. The Ministry also monitors the progress of Saskatchewan students to ensure that they meet national and international performance standards.

In 2009-10, the Ministry completed the transition of the responsibility for delivery of distance learning from the Ministry's Technology Supported Learning Unit to school divisions and other providers.

The Ministry's key programs and core services include the provision of program and policy support for the delivery of:

- early learning and child care services (to 10,848 operational child care spaces and 1,099 children and their families in Early Childhood Intervention Programs);
- learning programs in both English and French languages (to 170,025 PreK and K-12 students in provincially funded and independent schools);
- literacy initiatives; and,
- library services (to 486,000 library patrons).

In doing so, the Ministry engages local, regional and provincial boards of community volunteers and/or elected education representatives in governance of 719 schools in 29 school divisions, 212 PreK programs, 491 licensed child care facilities, 15 Early Childhood Intervention Programs, and 306 public libraries in 10 public library systems.

Throughout 2009-10 the Ministry expended $1.33 billion in carrying out the Minister's responsibilities in the early learning and child care, K - 12 education, library and literacy sectors.

Services were provided by 320.1 FTEs, which was 24.6 FTEs under the original budget of 344.7 FTEs. This variance was primarily due to delays in staffing vacancies within the Ministry, and the wind down of the Technology Supported Learning program. Staff operated from headquarters in Regina as well as three regional offices supporting the education systems in southern, central, and northern Saskatchewan, and from 11 service centres supporting child care services throughout the province. The Ministry's organizational chart is presented in Appendix 'A'.

The Ministry maintains a variety of relationships with the institutions, agencies, boards, and organizations that represent the sectors within the Ministry's authority. These relationships vary by degree of accountability and are described in acts and regulations (listed in Appendix B), orders in council, and memorandums of understanding. Key among these partners are: Aboriginal Literacy Network; Assemblée communautaire fransaskoises; Association des parents fransaskois; Canadian Parents for French; Conseil des écoles fransaskoises; Federation of Saskatchewan Indian Nations; League of Educational Administrators, Directors, and Superintendents of Saskatchewan; Métis Nation of Saskatchewan; Multitype Library Board; Saskatchewan Association of School Business Officials; Saskatchewan Early Childhood Association; Saskatchewan Literacy Network; Saskatchewan School Boards Association; Saskatchewan Teacher's Federation; and ten public library systems.

Progress in 2009 - 10

The Ministry of Education supports the Government's goal to Sustain Economic Growth for the benefit of Saskatchewan people, ensuring the economy is ready for growth and positioning Saskatchewan to meet the challenges of economic and population growth and development.

Develop and implement tools and resources for use in early learning and child care programs to support and improve children's readiness to learn

Results:

- The Government's commitment to maintain funding for child care and early childhood learning and development initiatives was evidenced in 2009-10 by:
  - o supporting 1,924 vulnerable families in the *KidsFirst* program;
  - o allocating $4.2 million for licensed child care spaces. The number of licensed child care spaces increased by 1,149, bringing the total number of licensed spaces in operation to 10,848. Another 1,159 child care spaces approved for development are in various stages of development and are expected to open throughout 2010-11; and,
  - o accommodating an average of 12 more children with exceptionally diverse needs each month in child care services, with an additional $296,715 in expenditures to March 31, 2010 compared to the same period in 2008-09.

(2007 Mandate Letter)

Measurement Results:

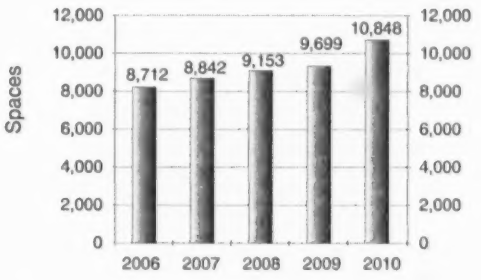
Number of Licensed Child Care Spaces in Operation* at March 31

*The number of child care spaces allocated by the Ministry is impacted by a number of factors such as closure of facilities and delays in construction, over which the Ministry has limited control. This measure reflects the number of spaces available for use.

High quality child care services contribute to Saskatchewan's economy, both now and in the future, by providing support to parents who want to participate in today's labour force, or to seek post-secondary education. This measure reflects the extent to which the Ministry assists families and children needing licensed early learning and child care services. The number of available child care spaces has increased by approximately 25 per cent since April 1, 2006 when the Ministry assumed responsibility for early learning and child care services from the Ministry of Social Services.

The Ministry licenses, monitors, and provides funding to support child care facilities in accordance with established regulations, funds development of new child care spaces, and provides policy and program direction, advice and professional and evaluation supports related to licensed child care.

Number of Operational Licensed Child Care Spaces at March 31



(Source: Ministry of Education, Early Learning and Child Care Branch)

Number of targeted Prekindergarten programs funded by the Ministry of Education, including number of children impacted

"Children who have had the benefit of early childhood education programs experience benefits that persist later in life. These benefits include better school performance and lower juvenile crime rates....It has been repeatedly demonstrated that investments in early childhood education pay off in better life and health outcomes later in life. Early childhood development (ECD) research estimates that every $1 invested in ECD is worth $3 - $18 later in life." (Her Majesty the Queen in Right of Canada, represented by the Minister of Health Canada, 2007. *Reaching for the Top: A Report by the Advisor on Healthy Children & Youth* by Dr. K. Kellie Leitch. PDF Cat.: H21-296/2007E)

Saskatchewan's Prekindergarten programs provide vulnerable three-and four-year old children with developmentally appropriate programming. Programming focuses on fostering social development and self-esteem, nurturing educational growth and school success, promoting language development, and engaging families. This measure reflects the Ministry's commitment to preparing vulnerable children for success in their learning experience, increasing the number of spaces available to children in PreK programs more than eight fold since 1997. Beginning with the 2009-10 school year, the Ministry assumed funding of approximately 19 PreK programs that school divisions were previously funding with local resources.

In addition to funding, the Ministry's role is to provide guidelines, professional development, and consultative support.

In operation at September 1	Number of funded PreK programs	Number of children impacted
1997	26 – baseline	416 – baseline
2005	104	1,664
2006	119	1,904
2007	155	2,480
2008	190	3,040
2009	212	3,392

(Source: Ministry of Education, Early Learning and Child Care Branch files)

Number of Early Childhood Intervention Program (ECIP) spaces

Early Childhood Intervention Programs (ECIPs) are a province-wide network of community-based supports for families of children who experience, or are at risk for, developmental delays. Children who are involved with ECIPs are often delayed in reaching age-appropriate developmental milestones or are born with a condition or diagnosis that makes it more difficult for them to develop at rates that are typical for a specific age group. This measure demonstrates the Ministry's support of these children and their families thereby ensuring the best learning experience possible for the children.

The Ministry funds the ECIPs and provides policy and program direction to promote consistency in program delivery across the province.

At April 1:	Number of ECIP spaces
2005 (baseline)	614
2006	614
2007	635
2008	704
2009	728

(Source: Ministry of Education, Student Support Services Branch)

Collaborate with sector partners to develop and renew an outcomes-based learning program and assessment tools; and to develop other initiatives to improve literacy and student achievement of all learners

Results:

- To support the instruction of treaty education in all schools, the Ministry:
  - o has engaged in a cooperative process through a subcommittee of the Shared Standards and Capacity Building Council to develop a K-12 scope and sequence;
  - o has incorporated treaty education into the drafts of new K-5 curricula where appropriate. The draft curricula were vetted with First Nations teachers and other community members to ensure the appropriateness;
  - o has engaged with the Office of the Treaty Commissioner to continue professional development of educators through the Treaty Teacher Learning Network, and to refine and provide treaty education learning resources to provincial schools; and,
  - o has collaboratively developed, implemented and refined for redevelopment the Knowledge and Understanding of Treaties Assessment for all Grade 7 students in the province. This 2009 survey provides a benchmark of student knowledge and understanding of treaties against which future assessments will be compared.

  (2007 Mandate Letter)
- In developing K-12 curriculum that includes environmental education, conservation and sustainability, the Ministry:
  - o has finalized the grades 6-9 Science curriculum which includes significant content related to environmental education and issues related to education for sustainable development (ESD). Outcomes addressing the tenets of education for sustainable development can also be found in the renewed 6-9 curriculum and other areas of study as well. The renewed K-5 curriculum, which is under development, also addresses sustainable development whenever appropriate;
  - o has supported the development of three customized science resources (*Pearson Saskatchewan Science 6, Pearson Saskatchewan Science 7, and Pearson Saskatchewan Science 8*). These resources address all the outcomes of the renewed Science curriculum and will assist teachers in addressing the environment and sustainability topics in their science classes;
  - o has held two professional learning sessions for curriculum writers to enhance their knowledge of ESD. These sessions re-enforced the need to address ESD in all areas of study and encouraged the writers to identify opportunities to do so in their own area of responsibility;
  - o has participated in the Council of Ministers of Education, Canada (CMEC) ESD Working Group. This group has presented a foundation paper and a draft action plan to enhance ESD across Canada.

  These initiatives will support the development of socially responsible, engaged citizens, which will contribute to the sustainable economic growth of Saskatchewan.

  (2007 Mandate Letter)
- In working with boards of education towards the goal of ensuring that children and youth engage in 30 minutes of moderate to vigorous physical activity daily, while increasing healthy food options in schools, the Ministry:
  - o provided leadership to the provincial education system through the Comprehensive School Community Health (CSCH) approach, which is internationally recognized for supporting improvements in students' educational outcomes while addressing school community health in a planned, integrated and holistic way;

- launched the document *Nourishing Minds, Eat Well ·Learn Well ·Live Well, Towards Comprehensive School Community Health: Nutrition Policy Development in Saskatchewan Schools* on October 23, 2009 during Education Week at Yorkton Regional High School. It focuses on the development and implementation of nutrition policies by school divisions that are consistent with the guidelines provided in the document. It also serves as a common template for other healthy living initiatives that may evolve over time; and,
- approved, and posted on the Ministry website, the physical activity policy framework and guidelines entitled *Inspiring Movement, Play Well · Learn Well · Live Well, Towards Comprehensive School Community Health: Guidelines for Physical Activity in Saskatchewan Schools.* Several promising practices and other supports have also been posted.

(2007 Mandate Letter)

- In working with local school boards, the business community and community-based organizations to enhance business literacy, entrepreneurial and career education in Saskatchewan schools, the Ministry:
  - met with executive members of Junior Achievement (JA) and have established a protocol that will recognize, in certain situations, participation in the JA Company Program as a credit in Entrepreneurship 30. JA programs help young Canadians discover leadership, entrepreneurial and workforce readiness skills so they can achieve their highest potential as citizens of our global community;
  - met with Enterprise Saskatchewan in order to identify further opportunities to enhance entrepreneurship and business literacy in Saskatchewan schools. Enterprise Saskatchewan has commissioned a report on an Entrepreneurship Development System (EDS), and it will contain an education component with recommendations that should be of assistance.

(2007 Mandate Letter)

- To support higher student achievement the Ministry is developing outcomes-based curriculum with a focus on teaching for deeper understanding. Specifically in 2009-10:
  - a Kindergarten resource *Children First: A Resource for Kindergarten* has been delivered to school divisions and posted online;
  - *Inspiring Success: Building Towards Student Achievement* continues to be implemented, monitored and assessed across the province;
  - grades 1-5 English language arts curricula received final approval;
  - grades 6-9 science, social studies, arts education, and grades 3, 6 and 9 mathematics curricula were finalized and printed;
  - final drafts of Grade 10 mathematics courses have been prepared. Those courses are *Workplace and Apprenticeship Mathematics 10*, and *Foundations of Mathematics and Pre-Calculus 10*;
  - draft outcomes and indicators have been developed for K-5 science, social studies, health education, physical education, arts education; and Welding 10, 20, A30, B30; and Photography 10, 20, 30.
- The Ministry moved forward with initiatives like the Provincial Panel on Student Achievement. In 2009-10:
  - the Ministry conducted over 75 focused conversations with students, parents, business leaders, Aboriginal leaders, post secondary institutions, academics and educators;
  - the Ministry commissioned, through the Universities of Regina and Saskatchewan, an extensive review of current North American research on "what works", as well as in-depth

analysis of current achievement trends; and,

- o the Ministry consulted widely with business organizations and post secondary groups.

This work culminated with the Panel submitting its final report to the Minister on February 16, 2010. This report contains 16 recommendations developed by the Ministry in partnership with stakeholder organizations.
(2008 Throne Speech)

- In supporting community-based organizations, the Ministry increased funding by three per cent ($1.76 million) to 239 community-based organizations including child care centres, *KidsFirst*, Early Childhood Intervention Programs, educational programming and intensive direct services to programs such as Ranch Ehrlo and Cornwall Alternative School, literacy and Francophone organizations.
- The Ministry supported a wide range of literacy programs, services and initiatives by:
  - o providing funding to thirteen family literacy organizations province-wide to strengthen early literacy achievement;
  - o providing funding to SIAST, the regional colleges and five community organizations to support non-credit adult basic education programs offered to new Canadians and others who are seeking to improve their English language literacy skills;
  - o funding seven new community based literacy partnerships through the SaskSmart Innovations Fund;
  - o supporting the Dr. Stirling McDowell Foundation, the Saskatchewan Literacy Network and READ Saskatoon for research in the areas of family literacy, adult benchmarks and accountability frameworks; and,
  - o providing funding to four public library systems to work with the Ministry in developing early learning literacy initiatives that support and augment existing programs and services.

(September 8, 2009 News Release)

Measurement Results:

Many factors influence student performance, some of which are beyond the control of the Ministry or the boards of education, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. While boards must comply with provincial statutes, regulations and policies, they are directly accountable to local electors, not the Minister, for their conduct and decisions.

The Ministry's role in achieving this strategy is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services that are delivered by sector partners. The Ministry has instituted initiatives such as School^{PLUS} and School Community Councils as a means of effecting a change in these results. As well, the Provincial Panel on Student Achievement was established to develop recommendations for the Minister. The Continuous Improvement Framework (CIF) fosters collaboration between the Ministry and school boards around accountability, planning, and results.

15-year-old student performance in mathematics, reading, and science in the Programme for International Student Assessment (PISA)

PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD) and is designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students and sheds light on a range of factors that contribute to successful students, schools, and education systems.

The PISA study measures skills that are generally recognized as key outcomes of the educational process and are believed

to be pre-requisites to efficient learning in adulthood and for full participation in society. The scales used to arrive at overall reading, mathematics, and science scores were standardized to produce an international average of 500, with two-thirds of student scores between 400 and 600.

In Canada, approximately 22,000 15-year-olds from about 1,000 schools across the ten provinces participated in PISA 2006. This measure shows that Saskatchewan 15-year-olds performed statisticaliy significantly below the Canadian average in all performance areas measured, and are trending downward in mathematics and reading.

Data from PISA 2009 is not expected to be available until late in 2010.

		Sask	Canada
Mathematics	**2000**: (baseline)	525	533
	2003:	516	532
	2006:	507	527
Reading	**2000**: (baseline)	529	534
	2003:	512	528
	2006:	507	527
Science	**2000**: (baseline)	522	529
	2003:	506	519
	2006:	517	534

(2000 and 2003 Data Source: Statistics Canada and the Council of Ministers of Education, Canada 2006, Report of the Pan-Canadian Education Indicators Program 2005)

(2006 Data Source: Statistics Canada (2007), Measuring Up: Canadian Results of the OECD PISA Study, The Performance of Canada's Youth in Science, Reading and Mathematics, 2006 First Results for Canadians Aged 15, Tables B1.1, B2.1, B2.2)

13-year-old student performance in mathematics, reading and writing, and science on the national Pan-Canadian Assessment Program (PCAP)

The PCAP is the Council of Minister's of Education, Canada's (CMEC) commitment to informing Canadians on how well their education systems are meeting the needs of students and society. The information gained gives each minister of education a basis for examining the curriculum and other aspects of their school systems. The scales used to arrive at overall reading, mathematics, and science scores were standardized to produce a national average of 500, with two-thirds of student scores between 400 and 600.

In Canada, approximately 20,000 13-year-olds wrote the reading (primary) segment of the test (15,000 in English and 5,000 in French). About 10,000 wrote the mathematics and science (secondary) segments (7,500 in English and 2,500 in French). Although this is just one measure of student achievement at one age level, the 2007 mean score for Saskatchewan students is statistically significantly lower than that of Canadian students overall, in all three domains.

The next PCAP will occur in spring of 2010.

		Sask	Canada
Mathematics	**2007**: (baseline)	461	500
Combined* Reading	**2007**: (baseline)	471	500
Science	**2007**: (baseline)	480	500

**Combined, or overall, reading scores include three subdomains of the integrated process of reading: comprehension, interpretation, and response to text.*

(Data Source: The Council of Ministers of Education, Canada (2007). PCAP-13 2007 Report on the Assessment of 13-Year-Olds in Reading, Mathematics, and Science. pp 19, 35, 36)

Average Grade 12 (Level 30) marks of all Saskatchewan students

This measure is based on Saskatchewan's curriculum, and reflects improvement, maintenance, or decline in the achievement of Grade 12 students over time. These average grades show very modest improvement in all subjects over the years shown.

SUBJECT	2004-05 (baseline)	2005-06	2006-07	2007-08	2008-09
Biology 30	71.2	71.3	71.5	71.7	71.7
Calculus 30	78.7	78.9	79.7	79.5	80.0
Chemistry 30	73.6	74.3	74.2	75.0	74.7
English Lang Arts A 30	70.4	70.6	70.4	70.9	70.9
English Lang Arts B 30	70.5	70.8	70.7	71.3	71.9
History 30: Canadian Studies	71.3	71.4	71.3	71.8	72.0
Math A 30	68.5	69.0	68.7	69.1	69.9
Math B 30	72.4	72.1	72.3	72.7	73.1
Math C 30	75.1	75.4	75.2	75.5	76.3
Native Studies 30: Canadian Studies	65.8	63.6	64.2	65.0	66.9
Physics 30	74.8	75.4	75.5	76.1	76.4
Social Studies 30: Canadian Studies	69.8	70.7	71.0	71.0	72.0

Data is for students in provincially funded, independent, and First Nations Schools.

(Source: Ministry of Education, Student Data System)

Collaborate with First Nations and Métis partners to develop initiatives and supports to improve literacy and student achievement of First Nations and Métis learners

Results:

- The policy framework for First Nations and Métis learners entitled *Inspiring Success: Building Towards Student Achievement* provides current focus for building commitment to equity of benefit and opportunity for all Saskatchewan students to achieve goals in First Nations and Métis education. The framework continues to be implemented, monitored and assessed across the province:

- The First Nations and Métis Education Provincial Advisory Committee (FNMEPAC) continues to develop a Strategic Action Plan in support of the four goals of *Inspiring Success*:
  - Equitable outcomes for First Nations and Métis learners.
  - All learners to have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan.
  - Data collection and reporting on measures outlined in the Ministry's First Nations and Métis Education Policy Framework that demonstrate accountability towards improved educational outcomes.
  - Shared management of the provincial education system by promoting and sustaining partnerships with First Nations and Métis peoples at the provincial and local level.

  FNMEPAC has reached into the past for historical recommendations that continue to hold relevance in support of First Nations and Métis education. A proposed outline for a report to the Minister will be presented in June 2010 in LaRonge.
- *Inspiring Success* is inspiring success on many levels of the provincial education system:
  - in the classroom, through foundational integration of First Nations and Métis content, perspectives and ways of knowing across the core curriculum;
  - in schools, through professional development ; and,
  - in school communities – through strategic investments ($1.61 million from the First Nations and Métis Education Initiatives Fund, to 24 organizations), the four goals of *Inspiring Success* provide focus for improvements/enhancements leading to improved student achievement and holistic well being.
- Development of the First Nations and Métis Language Strategy and Framework to support the retention and revitalization of Saskatchewan-based First Nations and Métis languages and dialects continued in 2009-10. A strategic alliance has been built with the Saskatchewan Indian Cultural Centre. A partnership approach will result in four historical Elder's gatherings convened in support of First Nations and Métis education generally and the First Nations and Métis Language Strategy specifically. Curriculum development, learning resources, teacher development and structural innovation are future areas of focus for First Nations and Métis Language Strategy development.

Measurement Results:

Many factors influence student performance, some of which are beyond the control of the Ministry or the boards of education, such as individual motivation and personal circumstances. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. While boards must comply with provincial statutes, regulations and policies, they are directly accountable to local electors, not the Minister, for their conduct and decisions.

The Ministry's role in achieving this strategy is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services delivered by sector partners. The Ministry has instituted initiatives such as School^{PLUS}, School Community Councils and "stay in school" messages as a means of influencing these results. As well, the Provincial Panel on Student Achievement was established to develop recommendations for the Minister. The Continuous Improvement Framework (CIF) fosters collaboration between the Ministry and school boards around accountability, planning, and results.

Per cent of students[1] in a cohort[2] starting Grade 10 in the year shown who complete Grade 12 within three, four or five years

Almost three-quarters of Saskatchewan students graduate within three years of entering Grade 10. However, some students need more time to complete all the courses necessary to graduate, and continue in school longer than the typical three years after beginning Grade 10.

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, eliminating the gaps between Aboriginal and non-Aboriginal learners who complete Grade 12 is an economic, social, and ethical necessity. This measure reflects the persistence of Saskatchewan students in achieving Grade 12 graduation within five years of entering Grade 10. The rate has remained relatively stable since 2001.

	Within 3 years		Within 4 years		Within 5 years	
	All	FN&M[3]	All	FN&M	All	FN&M
2000-01	73.1	--[4]	78.0	--	79.8	--
2001-02	73.2	--	77.8	--	79.6	--
2002-03	73.9	--	78.6	--	80.4	--
2003-04	75.0	--	79.0	--	80.4	--
2004-05	75.5	31.7	79.6	41.3	81.2	46.5
2005-06	73.6	31.5	78.0	41.2	n/a	n/a
2006-07	73.8	31.6	n/a	n/a	n/a	n/a

[1] Data includes students in provincially funded, Independent, and First Nations schools.

[2] Grade 10 cohort consists of students having marks in two Grade 10 subjects and enrolled in Grade 10 for the first time.

[3] Self-declared First Nations and Métis

[4] Reliable data for First Nations and Métis students was not available prior to 2004-05.

(Source: Ministry of Education, Student Data System)

Average Grade 12 (Level 30) marks for self-declared First Nations and Métis students and non-First Nations and Métis students

This measure is based on Saskatchewan's curriculum, and reflects improvement, maintenance, or decline in the achievement of Grade 12 students over time. It also demonstrates the gaps in achievement between First Nations and Métis and non-First Nations and Métis students.

Non-First Nations and Métis students show modest improvement in marks over the years shown, as do self-declared First Nations and Métis students with the exception of Math B30 and Math C30 which show a slight decline in marks.

However, the gaps in average marks between non-First Nations and Métis and First Nations and Métis students was less consistent – of the 12 courses, six courses reflect a slight reduction in the gaps four years later (Calculus 30, English Language Arts B30, History 30: Canadian Studies, Math A30, Native Studies 30: Canadian Studies, Social Studies 30: Canadian Studies) while six courses reflect a slight increase in the gaps (Biology 30, Chemistry 30, English Language Arts A30, Math B30, Math C30, Physics 30.)

SUBJECT	2004-05 (baseline)		2005-06		2006-07		2007-08		2008-09	
	Non-FN&M	FN&M	Non-FN&M	FN&M	Non-FN&M	FN&M	Non-FN&M	FN&M	Non-FN&M	FN&M
Biology 30	72.3	61.3	72.6	61.3	72.8	61.1	72.9	62.4	73.1	62.3
Calculus 30	78.8	75.0	79.0	73.0	79.8	76.7	79.7	77.0	80.0	77.7
Chemistry 30	74.2	63.2	74.9	63.9	74.8	63.8	75.7	63.9	75.4	64.3
English Lang Arts A 30	71.5	61.3	72.0	60.6	71.8	60.0	72.4	61.1	72.4	61.5
English Lang Arts B30	71.6	60.9	72.2	60.6	72.1	60.3	72.7	61.2	73.2	63.7
History 30: Cdn Studies	71.9	58.4	72.2	57.0	71.9	59.4	72.5	60.0	72.7	60.7
Math A 30	69.2	60.1	69.8	60.8	69.7	59.3	69.9	60.8	70.8	62.1
Math B 30	72.8	65.1	72.6	63.2	72.8	64.9	73.3	63.1	73.7	64.2
Math C 30	75.3	69.1	75.7	67.6	75.4	68.8	75.8	67.2	76.7	67.7
Native Studies 30: Cdn Studies	68.1	62.6	66.9	60.1	67.2	60.9	67.9	61.5	69.3	63.9
Physics 30	75.2	65.6	75.8	66.1	75.9	66.4	76.5	67.6	76.9	66.8
Social Studies 30: Cdn Studies	70.5	62.6	71.6	61.0	72.2	61.3	72.3	63.3	72.9	65.4

Data is for students in provincially funded, independent, and First Nations schools.

(Source: Ministry of Education. (2010). Student Data System)

The Ministry of Education supports Government's goal to Secure Saskatchewan as a safe place to live and raise a family where people are confident in their future, ensuring the people of Saskatchewan benefit from the growing economy.

Collaborate with sector partners to develop and implement initiatives and services, and to enhance technologies to provide equitable opportunities for all students regardless of where they live or their personal circumstances

Results:

- In support of school divisions in assuming delivery of the Ministry's English language and French immersion distance learning courses, the Ministry:
  - o finalized contract amendments with Good Spirit School Division to extend the availability of English-language distance learning print course offerings through 2010-11. In addition, the Ministry entered into contracts with three school divisions to support the development and delivery of 10 French Immersion distance courses; and,
  - o paid subsidies of $225 for each adult registrant in distance learning courses to school divisions.

  (2007 Mandate Letter)
- The Ministry continued to work with school boards to increase distance education and tele-learning opportunities by upgrading and enhancing education technology infrastructure. Specifically:
  - o the Recommended Online Video Educational Resources (ROVER) video streaming project was piloted and was received favourably by approximately 75 schools and their divisions participating in the project. With funding of $619,000 from the 2009-10 allocation for educational technology infrastructure upgrades, server acquisition was completed for full implementation of the system in all provincially funded schools, integrated with the Live Interactive Video Education (LIVE) Satellite Network. The service will be operational by August 2010;
  - o CommunityNet connections have been improved and upgraded. Upgrading from copper-based to fibre-based connections means bandwidth increases are technically easily accommodated for future growth. In 2009-10:
    - copper based CommunityNet connections were upgraded to improve download speeds in approximately 150 libraries and 50 schools;
    - 38 public library, 61 provincial schools and 2 regional college campus facilities had CommunityNet connections upgraded to fibre to at least double their previous copper-based connection;
    - the upgrade of CommunityNet services from copper to fibre-based connections is underway for approximately 400 schools and public libraries;
  - o the provincial Blackboard system, including hardware and application, was upgraded during summer 2009. The Blackboard system supports both French and English languages. Initial training was offered to school divisions in May 2009. Additional training plans are being developed;
  - o Blackboard accounts have been created for all K-12 teachers and students in Saskatchewan through integration with the Student Data System (SDS) to ensure accuracy of data;
  - o content system was implemented to provide online access to renewed curriculum through Blackboard;
  - o web conferencing system was installed with piloting of the system in progress;
  - o LIVE upgrade at head office is 95 per cent complete;
  - o LIVE Studio upgrades are complete;

- o LIVE installations have been completed at 310 provincial schools, bringing the total number of schools capable of participating in LIVE programming to over 500; and,
- o the Blackboard system was tested to affirm its performance with the online Assessment for Learning (AFL) Opportunities to Learn and the Knowledge and Understanding of Treaties Assessment.

(2007 Mandate Letter)

- To meet the needs of immigrant and refugee students, the Ministry:
  - o developed a draft strategic framework entitled *Learn, Achieve, Succeed*; and,
  - o developed a high school course framework which is ready for pilot during 2010-11.
- The Ministry provided $500,000 in 2009-10 to community schools throughout Saskatchewan to support school lunch and anti-hunger programs.
  (2007 Mandate Letter)
- The Ministry supported development of the Single Integrated Library System (SILS) through funding of $525,000 to the SILS Consortium and $100,000 to Pahkisimon Nuye?áh Library System to ensure continued participation of this northern library system, as part of the commitment of $5.2 million over four years. In 2009-10 the Consortium:
  - o purchased the Innovative Interfaces integrated library system to serve as the platform for SILS;
  - o created minimum standards for local library computers;
  - o provided human resources for the project; and,
  - o provided a centralized help desk plan for the project.
- In addition, the Ministry provided a grant of $100,000 to the Consortium to transfer the responsibility for the province-wide public library email system from the Ministry to the Consortium.
  (2008 Throne Speech)
- In 2009-10 the Ministry provided $196,864 to Prairie South School Division to help support Chaplin School, a designated School of Opportunity.
  (2007 Mandate Letter)
- In working with First Nations and Métis, the federal government, and other provinces and territories to ensure that Jordan's Principle, the guiding principle that provides an environment where jurisdiction does not interfere with providing services to children with complex medical needs, the Ministry:
  - o signed the interim agreement; and,
  - o continues to support the work on implementation of the agreement and development of a dispute resolution mechanism.

  (2008 Throne Speech)
- In implementing an integrated and standardized provincial electronic Personal Program Plan (ePPP), the Ministry completed the framework for the provincial ePPP and continues to support the testing. A Personal Program Plan is a written document developed for all children and youth with intensive needs attending child care facilities and schools, that identifies the outcomes that have the highest priority for the child.
- The Ministry collaborated with the eight other human service ministries (the Human Services Integration Forum (HSIF)) to develop and begin phase-in of an accountability and reporting framework. Specifically:
  - o the establishment of a data framework sub-committee was initiated and various data sets of relevance to HSIF and Regional Intersectoral Committees (RICs) decision-making were examined; and,
  - o the HSIF-RIC Accountability and Reporting Framework was revised

for 2010-11 and will be included as an appendix in the HSIF Three Year Strategic Plan for 2010-13. This framework articulates the annual expectations between the HSIF and RICs in a number of areas including processes, data management, work plans, complex needs case protocols, budgets, human resources, communications, annual reports, and grant management.

The HSIF also:

- o revised the draft HSIF three-year strategic plan. This plan formalizes the relationship with the deputy ministers of the human service ministries and provides a shared understanding among these ministries of the HSIF, Executive Council and the RICs in terms of their accountability to each other regarding the integration of human service delivery in Saskatchewan. The plan will be presented at the HSIF-RIC spring forum in April 2010 and will be used to guide work for the next three years; and,
- o developed and implemented a common service agreement for all RICs funded by the HSIF, which is hosted in the Ministry of Education.

The RICs fully assumed the transitioned role of regional contact and adjudicator for the Child Nutrition Development Program (CNDP). Funding was provided to eight innovative regional integrated projects and two existing program delivery agencies. The CNDP application form and guidelines were also revised for 2010-11.

- The Minister of Education was mandated to review the Foundation Operating Grant (FOG) to ensure that it was fair, and achieved a better balance between classroom expenses and transportation costs when calculating per pupil funding. However, effective 2009-10 the method of financing education changed, eliminating the need to review the FOG as described in this commitment. Instead, the Ministry started work on a new funding distribution model for PreK-12 education that is consistent and integrated with the directions and key actions of the Ministry and is formulated in consultation with the sector. Specifically:
  - o a sector engagement structure was put in place. An Advisory Committee comprised of representatives from education partner organizations has been formed to provide advice to the Deputy Minister on this work. Six subcommittees and two technical committees have also been formed to problem-solve, provide advice, and make recommendations to the Advisory Committee on issues specific to their subcommittee subject area that have, or have the potential, to impact on the development, integration, and implementation of the new funding distribution model. All committees are comprised of education stakeholders most impacted by the new model, and Ministry representatives;
  - o thirty-three key issues have been identified and form an *Issues Management Summary* document. The issues have been grouped into topic-specific areas, assigned to subcommittee/technical committees, and prioritized. The issues form a large part of work plans for the sub/technical committees, and the overall work plan for the Advisory Committee. Draft work plans have been developed for the Advisory Committee and the sub and technical committees; and,
  - o principles guiding the funding distribution model development have been finalized.

(2007 Mandate Letter)

Measurement Results:

Proportion of provincially funded schools and public libraries choosing CommunityNet (CNet), connected to CNet, and meeting Industry Canada's 2003 broadband standard

CommunityNet is Saskatchewan's private broadband network that also provides access to the Internet. Access to information and resources through technology is a critical component to ensuring equitable access to learning, and of learner success, particularly given Saskatchewan's widely dispersed population. It is equally important that users have an Internet connection that allows full participation in their learning opportunities.

It is imperative to create and maintain a reliable technology infrastructure that meets the needs of, and supports the increasing demand by, users. Enhancing this infrastructure to meet the Industry Canada standard will accomplish this task.

This measure shows that all schools and 84.5 per cent of public libraries choosing to be connected to the Internet through CommunityNet are connected, and 65.7 per cent of those schools and 10.3 per cent of those public libraries have a connection that meets or exceeds Industry Canada's 2003 broadband standard.

The Ministry provides funding for the expansion and upgrading of the CommunityNet infrastructure.

At Sept 1	Choosing CNet		Connected to CNet		At or above IC 2003 Standard[1]	
	Schools[2]	Libraries	Schools[3]	Libraries[3]	Schools[3]	Libraries[3]
2008 (baseline)	80.9% (583 of 721)	100.0% (310 of 310)	100.0% (583 of 583)	71.0% (220 of 310)	46.8% (273 of 583)	4.8% (15 of 310)
2009	80.4% (578 of 719)	100.0% (310 of 310)	100.0% (578 of 578)	84.5% (262 of 310)	65.7% (380 of 578)	10.3% (32 of 310)

[1] A high-capacity Internet connection capable of supporting full-motion, real-time audio and video applications, peer-to-peer file interactions, etc. Minimum symmetric bandwidth is 1.5 megabits per second per individual user (subject to change).

[2] Some (approximately 20 per cent) provincially funded schools choose an alternate network to connect to the Internet, or choose not to be connected to the Internet.

[3] Proportion of those schools and libraries choosing CommunityNet

(Source: Ministry of Education, Network Services)

Number of student registrations in K-12 distance learning courses delivered by school divisions

The demand for distance learning in both English and French is increasing throughout Saskatchewan's education sector. The increased capacity of school divisions has allowed the Ministry to transfer the delivery of distance learning courses to school divisions, thereby providing access to learning opportunities and support services for teachers and students, regardless of their geographic location or personal circumstances.

As at June 30:	Number of distinct[1] distance courses offered	Number of students taking distance learning courses	Number of course registrations [2]
2008 (baseline)	62	761	950
2009	73	1,353	1,622

[1] For any given subject and grade level there could be multiple distance learning courses offered. This is the number of distinct courses offered.

[2] Students often take more than one distance learning course, therefore the number of course registrations exceeds the number of students taking distance learning courses.

Registrations exclude dropped registrations.

(Source: Ministry of Education, Student Data System)

Collaborate with a wide range of partners to develop programs and services to support all early learning to Grade 12 learners in transitioning to, within, between, and from education systems

Results:

- In 2009-10 the Ministry continued its work with the Shared Standards and Capacity Building Council, resulting in shared workplans and goals between the Federation of Saskatchewan Indian Nations and the Ministry that will result in improved achievement of all students by supporting their movement between the provincial and the First Nations education systems.
- In implementing the Career Development Action Plan, the Ministry:
  - o provided funding of $25,000, content development, and distribution of the career magazine, *Relevance*. This career resource supports career education activities in the schools and provides Saskatchewan-specific content related to career pathways, education and training opportunities, and labour market information. All students in grades 11 and 12 received a copy of this magazine;
  - o continued to work collaboratively with all school divisions to assist them in planning and developing career development programs and services for youth. A network of career development action teams has been established in the K-12 education sector and the Ministry works to coordinate these teams. The second annual workshop of these teams was

held November 12 and 13, 2009 in Saskatoon;

- provided funding of $270,000 to school divisions to engage in nine career development short-term projects. The projects cover a broad spectrum of career development programs and services delivery including parent engagement, community partnerships, online career resources development, curriculum implementation and personnel training; and,
- provided support for the development of an online version of *The Real Game-Saskatchewan* (TRG-SK) and $64,000 for provincial licensing of the program. TRG-SK is an interactive career education resource, customized for Saskatchewan, that allows students to explore career and life management skills. Training opportunities to use the program have been provided to interested schools. A task team has been formed to evaluate the outcomes of the TRG-SK program.

The Ministry also committed $135,000 for three other career development initiatives to support high school students in entering the health professions.

These initiatives will contribute to students making smoother transitions from school into the post-secondary opportunity of their choice, including employment, education, or entrepreneurship, and will support economic growth in the province. **(2007 Mandate Letter)**

Measurement Results:

Many factors influence student performance, some of which are beyond the control of the Ministry or the boards of education, such as individual motivation and personal circumstances. *The Education Act*, 1995 directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. While boards must comply with provincial statutes, regulations and policies, they are directly accountable to local electors, not the Minister, for their conduct and decisions.

The Ministry's role in achieving this strategy is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services delivered by sector partners. The Ministry has instituted initiatives such as School^{PLUS}, School Community Councils and "stay in school" messages as a means of influencing these results. The Continuous Improvement Framework (CIF) fosters collaboration between the Ministry and school boards around accountability, planning, and results.

Grade 7 student transitions, by student characteristic, 2005-06 to 2008-09

There are several critical transitions as students move into, through and out of the PreK-12 education system. The transition from middle to secondary grades is of particular importance in the persistence to completing Grade 12. This measure follows the cohort of students who were enrolled in Grade 7 in the 2005-06 school year and follows their transitions over the next three years.

This measure shows there is not much difference between male and female students, or urban and rural students after three years. However, the data does show that self-declared Aboriginal and northern students have the lowest proportion continuing from Grade 7 to Grade 10 and the highest proportion of students not re-enrolled after three years; however, these subpopulations also have the largest proportion still attending school three years later albeit they are continuing previous grades.

	2005-06	One Year Later – 2006-07		
	Grade 7 Cohort	**Continuing Previous Grade**	**Grade 8**	**Not Re-enrolled**
Total	**13,541**	1.3%	96.8%	1.9%
Self-Declared Aboriginal	**2,887**	4.2%	91.9%	3.9%
Male	**7,037**	1.5%	96.7%	1.8%
Female	**6,504**	1.1%	96.9%	2.0%
Urban	**7,448**	0.6%	97.5%	2.0%
Rural	**5,236**	0.9%	97.4%	1.7%
North	**857**	9.9%	86.7%	3.4%

	Two Years Later – 2007-08			Three Years Later – 2008-09		
	Continuing Previous Grade(s)	**Grade 9**	**Not Re-enrolled**	**Continuing Previous Grade(s)**	**Grade 10**	**Not Re-enrolled**
Total	2.3%	94.7%	3.0%	4.8%	91.2%	4.0%
Self-Declared Aboriginal	7.1%	88.5%	4.5%	15.4%	78.2%	6.4%
Male	2.5%	94.6%	2.9%	5.2%	90.9%	3.9%
Female	1.9%	94.9%	3.2%	4.4%	91.5%	4.2%
Urban	1.1%	95.6%	3.2%	3.6%	92.6%	3.8%
Rural	1.9%	95.8%	2.2%	3.6%	92.8%	3.5%
North	13.9%	80.3%	5.8%	22.8%	68.1%	9.1%

NOTE: 'Not re-enrolled' data may include some inaccurate coding of student information as well as those students who may have discontinued school.

(Source: Ministry of Education, Student Data System)

Percentage of students, by school type, included in the Student Data System (SDS)

Transitions within the K-12 sector are many and occur at varying times and under different circumstances. When students do not complete Grade 12 there are negative impacts upon a range of social and economic well-being indicators such as employment, health and income, while crime and human service demands increase. Tracking children and youth at risk of leaving school early, and those already disengaged from school, is necessary in supporting Saskatchewan families and growing our economy. This measure reflects the Ministry's ability to track all students throughout their K-12 experience, regardless of their movement between and among school systems, including those children never registered in a school. One hundred percent of provincially funded, independent and custody and care schools enter their data into the Ministry's SDS. First Nations schools, which are under federal jurisdiction, enter their data in the SDS voluntarily.

Provincially funded schools	June 30, 2004: 74.8 % (baseline) June 30, 2005: 97.8 % June 30, 2006: 100 % June 30, 2007: 100 % June 30, 2008: 100% June 30, 2009: 100%
First Nations schools	June 30, 2004: 57.5 % (baseline) June 30, 2005: 63.7 % June 30, 2006: 63.7 % June 30, 2007: 93.8 % June 30, 2008: 94.8% June 30, 2009: 93.8%
Independent schools (includes historical high schools)	June 30, 2004: 75.1 % (baseline) June 30, 2005: 97.0 % June 30, 2006: 92.6 % June 30, 2007: 100 % June 30, 2008: 100% June 30, 2009: 100%
Custody & Care schools	June 30, 2004: 100 % (baseline) June 30, 2005: 100 % June 30, 2006: 100 % June 30, 2007: 100 % June 30, 2008: 100% June 30, 2009: 100%

(Source: Ministry of Education, Student Data System)

Achieve balance in funding provincially funded school divisions

Results:

- To continue the reduction of the education portion of property taxes the province set province-wide mill rates for each of the three major classes of property – residential, agricultural and commercial – effective January 1, 2009, in accordance with the Government's tax relief commitments. Tax levies on agricultural properties were reduced by 33%, residential properties by 17%, and commercial properties by 2%. **(2008 Throne Speech)**
- To meet the Ministry's commitment, the 2009 education property tax paid by property owners was reduced by $103 million, or 14%.
- In 2009 school divisions received an additional $241 million to offset the loss in tax revenues and other increased costs ($39 million allocated in fiscal 2008-09 and $202 million allocated in fiscal 2009-10).

The Ministry of Education supports Government's goal to Keep Government's Promises and fulfill the commitments of the election, operating with integrity and transparency, accountable to the people of Saskatchewan.

Support strong system-wide accountability and governance through reporting and evaluation

Results:

- In producing the *2009 Saskatchewan Education Indicators Report*, the Ministry:
  - o invited educational stakeholders in the province to contribute, review and provide feedback on the content of the report;
  - o presented major findings at 12 gatherings of internal and external groups; and,
  - o developed the report in a more user-friendly format.
- In managing the Continuous Improvement Framework (CIF), the Ministry:
  - o required that school divisions develop First Nations and Métis Education Plans as a component of the CIF in all four CIF priorities: Higher Literacy and Achievement, Equitable Opportunities, Smooth Transitions, and System Accountability and Governance;
  - o distributed Core Indicator information to school divisions on November 1, 2009;
  - o released comparative information in the 2009 *Saskatchewan Education Indicators Report* in early December 2009; and,
  - o conducted 14 bi-annual conferences with school divisions in support of the Continuous Improvement Framework.

Measurement Results:

The proportion of schools that are adhering to requirements established in *The Education Act, 1995*, and *The Education Regulations, 1986* for the establishment of School Community Councils in provincially funded schools

The Continuous Improvement Framework, among other initiatives, guides improvements in teaching and school operation. School Community Councils (SCC) provide a mechanism for parents, students and community members to better understand school and school division operations, and to participate in the improvement process. The work of SCCs is in early stages. This measure demonstrates the adherence by schools (and, by extension, their school divisions) to three specific requirements of legislation relating to SCCs, and thereby their commitment to this new accountability process. While achieving all aspects of the requirements is a challenge in certain areas of the province, this measure shows steady improvement. See chart next page.

	As at June 30:	Proportion of schools adhering to requirements
The percentage of SCCs in place in provincially funded schools	2006 – baseline	0%
	2007	90%
	2008	89%
	2009	91%
Of schools having an SCC in place, the percentage that have either elected only, or elected and required appointed members in place	2006 - baseline	0%
	2007	59%
	2008	76%
	2009	95%
Of schools having an SCC in place, the percentage that have constitutions approved by their boards of education	2006 – baseline	0%
	2007	42%
	2008	80%
	2009	89%

NOTE: The Conseil des écoles fransaskoises is exempt from the legislation. 2007 progress includes data responses from 24 of the 28 eligible school divisions; 2008 progress includes data responses from 27 of the 28 eligible school divisions; 2009 progress includes responses from all of the 28 eligible school divisions.

(Source: Ministry of Education, Policy, Evaluation and Legislative Services Branch)

Enhance physical learning environments to meet the diverse needs of PreK-12 learners through capital policies, processes, and programs

Results:

- The Ministry administered the capital process for projects that received $54.3 million in funding in 2009-10 as well as those projects already underway, including those related to the injection of funding at the end of the previous fiscal year. Specifically, at March 31:
  - o there were 13 major school capital projects under construction in the province. It is anticipated that four of these projects will be complete before the end of 2010; and,
  - o there were 134 block projects approved and underway in Saskatchewan schools. The Ministry also approved 27 early learning and child care projects from the 2009-10 block funding.
- Regarding the use of Facility Asset Management for Education (FAME) software:
  - o software acquisition was completed for 27 of the 29 school divisions;
  - o building condition assessments were completed for 23 of 29 school divisions;
  - o entry of building condition assessment data continued; and,
  - o building condition audits will resume in April 2010.
- In developing and implementing capital policies within the Facility Framework the Ministry concluded discussions within the Ministry with regard to a draft capital policy on early learning and child care needs.

This policy direction will be confirmed and issued to the public in 2010. Development of First Nations and Métis and public library capital program supports, and additional development of environmental and sustainability guidelines for school facilities was hampered in 2009-10 by difficulty in retaining appropriate policy resources to do this work.

- The North Central Shared Facility is a partnership between community, schools, three levels of government, and service providers working collaboratively to improve the health and well-being of youth and families in Regina's North Central neighbourhood. The project has been challenged by differing needs and processes of the partners. It is hoped that all partners can come together so that progress will be made in 2010-11.
- The Ministry's participation in development of the Trades and Skills Centre facilities in Regina and Saskatoon was completed in 2009-10.

Measurement Results:

Age of provincially funded schools

The provision and maintenance of high quality learning facilities has a direct impact on the system's ability to help students achieve optimal performance.

This measure demonstrates that more than 88 per cent of provincially funded schools were constructed 30 or more years ago, with an estimated 15 per cent (97) of those schools being constructed 60 or more years ago. Statistics Canada estimates the service life of education buildings at about 40 years. While the physical condition of some of these aging schools may be satisfactory, changes in teaching and learning practices and the introduction of additional programs or initiatives may require additional and/or redesigned space. This presents particular challenges when trying to retrofit existing schools to these new requirements. For example: supporting vulnerable children through special programs and initiatives such as *KidsFirst* and community schools; providing space for child care and PreK programs; providing facilities that support First Nations and Métis language and cultural programming; and dual language programming.

The Ministry's ability to achieve this strategy is also challenged by a number of factors such as enrolment fluctuations, inflation in the construction industry, and economic realities.

Capital funding is a component of the new education funding distribution system currently being developed in consultation with school divisions. Sufficient capital funding is essential to improving this measure.

Year of Construction[1]	Number of Schools	Proportion of Schools
Before 1980	637	88.6 %
1980-81 – 1989-90	42	5.8 %
1990-91 – 1999-00	18	2.5 %
2000-01 – 2009-10	24	3.3 %
TOTAL	**719** [2]	**100%**

[1] Includes replacement schools

[2] Number of schools at September 30 in most recent year shown

(Source: Ministry of Education, Education Finance and Facilities Branch)

Ensure Ministry structures, supports and processes are in place to maximize efficiency and effectiveness of technology, human resources and information management

Results:

- The Ministry enhanced information management systems to ensure reliability and integrity of data by:
  - o completing development of a new Child Care System for the Early Learning and

Child Care Branch to replace out-dated systems and manual processes;

- staffing three senior business systems analysts to coordinate enhancement of information management systems;
- improving data reliability as part of the Education Funding Distribution System project by centralizing data collection and eliminating a redundant data collection process after consultation with sector representatives;
- improving the reliability and availability of Ministry Oracle business applications by refreshing the out-dated server hardware and software technology infrastructure;
- completing redevelopment of the Teacher Services System and Electronic Educator Profile from the unsupported INGRES database environment to the Ministry's corporate Oracle database environment; and,
- successfully negotiating and implementing a Provincial Microsoft Agreement, based on FTEs, for the Enterprise Desktop on all computers in all provincially funded school divisions as of March 31, 2010, to ensure all school division staff have access to the latest Microsoft software to improve instruction and information exchange with the Ministry.

- To improve risk management, accountability and transparency, the Ministry:
  - provided training to management on Enterprise Risk Management (ERM) and its application; and,
  - continued toward development of a framework to be used to identify and assess potential risks and opportunities that will help to guide the Ministry's decision-making process.

(Securing the Future)

- In undertaking the renewal of Ministry programs and policies to ensure strategic fit, effectiveness and efficiency with the Strategic Framework for PreK-12 Education, the Ministry:
  - finalized terms and definitions to be used in the Strategic Framework in anticipation of the launch of the stakeholder committee;
  - further refined the document that provides the context for policy and program renewal. This will continue to be refined as other aspects of the project are developed;
  - developed terms of reference and established external membership of the PreK-12 Strategic Framework Subcommittee, which will provide advice to the Ministry in the development of the framework;
  - researched additional strategic frameworks for education from organizations concerned with educational improvement;
  - initiated development of an internal issues identification, policy analysis and policy and program development and renewal process; and,
  - initiated internal development of a web page on the Ministry web site to improve access to information about Ministry policies.

2009-10 Financial Overview

Introduction

Total 2009-10 actual expenditures for the Ministry were $1.33 biillion resulting in a variance of $.04 billion under the original budget of $1.38 billion.

The variance from the original estimates to actual expenditures reflects capital and travel expenditure restraints, lower program utilization in K-12 Initiatives, lower than expected costs related to delay in the work associated with the integration of the education financing changes, and reduced government statutory funding requirements to the Teachers' Superannuation Plan. These savings were partially offset by over expenditure in School Operating and the Saskatchewan Teachers' Retirement Plan.

Supplementary estimates were not required in the 2009-10 fiscal year.

The 2009-10 Budget Summary can be found by following the links at www.finance.gov.sk.ca/budget2009-10.

Audited financial statements for ministries and special funds may be found at: www.gov.sk.ca/finance/paccts/paccts08compendium, or send a web inquiry to: Linquir@gov.sk.ca.

Expenditures

The following table provides information on actual and budgeted expenditures by subvote and subprogram. Variance explanations are provided for all variances greater than $0.5 million.

	(in thousands of dollars)				
	2008-09 Actual Expenditures	2009-10 Budgeted Expenditures	2009-10 Actual Expenditures	Variance Actual to Budget	
Central Management and Services (ED01)					
Executive Management	1,398	1,594	1,458	(136)	
Central Services	7,875	10,441	10,058	(383)	
Accommodation Services	3,208	4,470	3,999	(471)	
Sub Vote Subtotal	12,481	16,505	15,515	(990)	
PreK-12 Education (ED03)					
Operational Support	8,704	13,934	11,031	(2,903)	1
School Operating	593,224	990,519	993,875	3,356	2
School Operating K-12 Initiatives	23,614	33,503	28,809	(4,694)	3
School Capital Transfers	259,967	61,000	57,141	(3,859)	4
School Capital-Debenture Interest Payments	1	-	-	-	
First Nations and Métis Education	3,032	3,110	2,616	(494)	
French Education	6,248	6,392	6,682	290	
Educational Agencies	1,301	1,036	1,632	596	5
Subvote Subtotal	896,091	1,109,494	1,101,786	(7,708)	
Early Learning and Child Care (ED08)					
Operational Support	3,679	4,287	4,328	41	
KidsFirst	4,195	4,439	4,439	-	
Early Childhood and Intervention Program	3,458	3,692	3,692	-	
Child Care	31,800	45,177	41,499	(3,678)	6
Early Childhood Education	209	214	216	2	
Subvote Subtotal	43,341	57,809	54,174	(3,635)	
Curriculum and E-Learning					
Operational Support	4,028	1,391	1,333	(58)	
Curriculum and Instruction	2,711	3,641	2,912	(729)	7
Children's Services	756	756	779	23	
Technology Supported Learning Revolving Fund - Subsidy	1,045	350	190	(160)	
Subvote Subtotal	8,540	6,138	5,214	(924)	

	(In thousands of dollars - continued)				
	2008-09 Actual Expenditures	2009-10 Budgeted Expenditures	2009-10 Actual Expenditures	Variance Actual to Budget	
Literacy (ED17)					
Literacy Office	617	516	362	(154)	
Literacy Initiatives	1,914	2,261	2,015	(246)	
Subvote Subtotal	2,531	2,777	2,377	(400)	
Provincial Library (ED15)	13,397	12,267	12,251	(16)	
Education Property Tax Relief (ED09)*	197,901			-	
Teachers' Pension and Benefits (ED04)					
Teachers' Superannuation Commission	1,412	1,518	1,395	(123)	
Teachers' Dental Plan	9,709	10,121	9,859	(262)	
Teachers' Extended Health Plan	14,016	15,492	15,386	(106)	
Subvote Subtotal	25,137	27,131	26,640	(491)	
Total Non-Statutory Expenditure	1,199,419	1,232,121	1,217,957	(14,164)	
Capital Asset Acquisitions	-	-	(464)	(464)	
Capital Asset Amortization	1,573	1,000	905	(95)	
Other**	(488)	-	(211)	(211)	
Total Non-Statutory Expense	1,200,504	1,233,121	1,218,187	(14,934)	

* For 2009-10, Education Property Tax Relief is provided to school divisions through the School Operating grant.

** Includes the change in inventory held for use or consumption, the change in prepaid expenses, gains and losses on disposal of capital assets and write-downs of capital assets.

Statutory Subvotes					
Minister's Salary	49	51	51	-	
Teachers' Superannuation Plan	58,945	92,000	58,878	(33,122)	8
Teachers' Group Life Insurance	1,978	1,835	2,091	256	
Saskatchewan Teachers' Retirement Plan	46,150	52,203	54,992	2,789	9
Technology Supported Learning Revolving Fund					
- Net Expense (Recovery)	(165)	25	147	122	
Total Statutory	106,957	146,114	116,159	(29,955)	
Total Ministry of Education Expense	1,307,461	1,379,235	1,334,346	(44,889)	
Total Education Expense	1,307,461	1,379,235	1,334,346		
Total Education Appropriation	1,306,376	1,378,235	1,334,116		
	(1,085)	(1,000)	(230)		

Variance Analysis Actual Expenditures to Budget

1. PreK-12 Education Operational Support was under spent by $2.903 million, primarily as the result of lower than expected expenses of the Integration Advisory Team to support changes in education funding, as well as savings resulting from travel and expenditure restraints.
2. School Operating was over budget by $3.356 million resulting from the impact of reduced property tax revenues realized by school divisions.
3. School Operating K-12 Initiatives were under budget by $4.694 million due to less program uptake than anticipated.
4. School Capital Transfers were $3.859 million less than budget due to the government's expenditure restraint initiative.
5. Realignment of funds from various branches to support educational agencies.
6. Child Care Facilities was under budget by $3.678 million as a result of sector delays in Child Care space development. Some funding was transferred to School Capital Transfers for construction of relocatable classrooms to be used for school-based child care spaces.
7. Curriculum and Instruction was under spent by $0.729 million primarily to offset grants paid through PreK-12 Education - Educational Agencies as well as savings resulting from travel and expenditure restraints.
8. The Teachers' Superannuation Plan was under budget by $33.122 million reflecting the impact of more teachers retiring than anticipated, thus decreasing the government's statutory funding requirement.
9. The Saskatchewan Teachers' Retirement Plan exceeded budget by $2.789 million reflecting a higher than expected level of matching contributions required from the government.

Funding Provided to Third Parties

Transfers totalled $1,289.657 million. This was comprised of:

- $993.875 million School Operating grants
- $28.809 million K-12 Initiatives grants
- $57.141 million School Capital transfers to support school divisions
- $0.200 million General Proficiency Awards
- $4.767 million French Education grants
- $1.522 million miscellaneous grants to educational agencies
- $10.389 million Provincial Library grants
- $1.883 million Literacy grants
- $4.439 million *KidsFirst* Strategy
- $3.691 million Early Childhood Intervention Program
- $0.216 million Early Childhood Education
- $41.499 million Child Care grants
- $141.226 million Teachers' Pensions and Benefits

Revenue

Revenue for the Ministry was $12.075 million, an excess of $3.656 million over the net budgeted $8.419 million. The increase was primarily due to increased recoveries of overpayments to school divisions related to property taxes and capital funding. These recoveries were partially offset by an adjustment to previous accounts receivable related to the French Education agreements.

The majority of revenue collected by the Ministry is attributable to federal-provincial cost sharing agreements. Other revenue is collected through fee-related services, publications and other miscellaneous items. All revenue collected is deposited in the General Revenue Fund. A summary of the Ministry's 2009-10 budgeted revenue compared to actual revenue is presented below. Variance explanations are provided for all variances greater than $20,000.

	(In thousands of dollars)			
Revenue Category	Budget	Actual Revenue	Variance Over/ (Under)	
Privileges, Licences And Permits				
Teacher Certificates	85	94	9	
Property and Building Rentals	0	0	0	
Examination Fees	0	0	0	
Subtotal	85	94	9	
Sales, Services And Service Fees				
Maps, Prints, Books and Publications	40	35	(5)	
Other Miscellaneous Services	351	401	50	1
Other Registration Fees	0	0	0	
Subtotal	391	436	45	
Interest, Premiums, Discount And Exchange				
Profit on Foreign Exchange	0	0	0	
Subtotal	0	0	0	
Receipts From Other Governments				
Federal-Provincial Cost Sharing Programs	7,154	7,096	(58)	2
Employability Assistance	507	507	0	
Subtotal	7,661	7,603	(58)	
Other Revenue				
Proceeds from Other Funds	2	1	(1)	
Casual Revenue	55	64	9	
Refund of Previous Year's Expenditures	225	3,877	3,652	3
Subtotal	282	3,942	3,660	
Total Revenue	$8,419	$12,075	$3,656	

Explanations of Major Variances

1. Revenue for Other Miscellaneous Services exceeded budget by $0.050 million due to increased demand for student transcripts.
2. Revenue for Federal-Provincial Cost Sharing Programs was lower than the budget by $0.058 million due to adjustments to accounts receivable related to French Education agreements.
3. Revenue for Refund of Previous Year's Expenditures exceeded budget by $3.660 million due to recoveries of overpayments to school divisions related to property taxes and capital funding.

For audited financial statements or further information, please contact the Communications Branch of the Ministry of Education.

Special Funds

Prince of Wales Scholarship Fund

The Prince of Wales Scholarship Fund (the Fund) operates under the authority of section 4.1 of *The Education Act*, 1995. The Fund was established on January 1, 2003 for the purpose of assisting students in Community Schools to complete their secondary education. The Ministry of Education administers the Fund. Donations received by the Fund qualify for a receipt for income tax purposes.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund (the Fund) was created by an amendment to *The Education Act*, 1995 through *The Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the Fund were established by Order in Council on December 14, 1994.

The Fund is administered by the Ministry of Education on behalf of school boards. The purpose of the Fund is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division being set apart as an Indian reserve. The Fund receives money from the provincial (Ministry of First Nations and Métis Relations) and federal (Indian and Northern Affairs Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

Revolving Funds

Technology Supported Learning Revolving Fund

The Technology Supported Learning Revolving Fund (the Fund) was created and governed by *The Education Act*, 1995. It provided secondary level distance learning courses to Saskatchewan students both within and outside of the Province. It recovered its costs primarily through registration and course fees.

Technology Supported Learning (TSL) courses were provided to students for whom distance, disability, or time prevented them from physically attending classes. The provision of distance education courses ensured that all students had access to a high quality of education, enabling them to access post-secondary institutions, and enhance employment opportunities.

Since direct delivery of secondary level courses is the primary responsibility of school divisions

the Ministry made arrangements to transfer responsibility for distance education courses to school divisions, and the Technology Supported Learning program was discontinued effective July 3, 2009.

The following table outlines summary information on budgeted and unaudited actual revenues, for 2009-10, relating to operations of the Fund. Explanations have been provided for all variances that are $25,000 or greater.

	(In thousands of dollars - unaudited)			
Revenue Category	Budget	Actual (unaudited)	Variance Over/ (Under)	
Revenue	105	112	7	
Expenditures				
Cost of Goods Sold	0	(16)	(16)	
Gross Profit (Loss)	105	96	(9)	
Administrative				
Administrative Expenditures	(252)	(457)	(205)	1
Net Profit (Loss)	(147)	(361)	(214)	
Subsidy from General Revenue Fund	350	190	(160)	2
Net Profit (Loss) After Subsidy	203	(171)	(374)	

Explanation of Major Variances:

1. Administrative expenses were $205 thousand over budget due mainly to costs associated with the wind-down of operations.
2. Subsidy from General Revenue Fund was $160 thousand under budget as the net loss was primarily offset by an accumulated surplus from prior fiscal years.

For More Information

Please visit the Ministry's website at www.education.gov.sk.ca to find more information about Ministry programs and services, as well as links to our sector partners.

Or contact:

Ministry of Education
Communications Branch
5th Floor, 2220 College Avenue
REGINA SK S4P 4V9

Appendix A – Organizational Chart

Saskatchewan Ministry of Education

Appendix B – Legislation

C-7.3 Child Care Act (shared responsibility with Social Services)

C7.3 Reg 2 Child Care Regulations, 2001

E-0.2 Education Act, 1995
E-0,2 Loi de 1995 sur L'éducation

E-0.1 Reg 1 Education Regulations, 1986
E-0.1 Reg 9 Board of Education Public Accounts Regulations
E-0.1 Reg 11 Independent Schools Regulations
E-0.1 Reg 15 Home-based Education Program Regulations
E-0.1 Reg 18 School Division Tax Loss Compensation Fund Administration Regulations
E-0.2 Reg 4 Conseil scolaire fransaskois Election Regulations
E-0.2 Reg 6 Electronic Meeting Procedures Regulations
E-0.2 Reg 11 Teacher Certification and Classification Regulations, 2002
E-0.2 Reg 19 2008-2009 School Grant Regulations

G-5.1 Government Organization Act

G-5.1 Reg 132 The Ministry of Education Regulations, 2007

L-9.02 League of Educational Administrators, Directors and Superintendents Act, 1991

L-14.01 Libraries Co-operation Act

L-14.01 Reg 1 Libraries Co-operation Honoraria Regulations

P-39.2 Public Libraries Act, 1996

P-39.2 Reg 1 Public Libraries Regulations, 1996

R-11.1 Registered Music Teachers Act, 2002

T-6.1 Teachers' Dental Plan Act

T-7.1 Teachers' Federation Act, 2006

T-8 Teachers' Life Insurance (Government Contributory) Act

T-8 Reg 1 Teachers' Life Insurance Regulations

T-9.1 Teachers Superannuation and Disability Benefits Act

T-9 Reg 1 Teachers' Superannuation and Disability Benefits Regulations

The Teachers' 1990-91 Collective Agreement Implementation Act